



Culturally and Linguistically Diverse Education

Draft English Language Learner Plan Overview

Table of Contents

<u>ADAMS 14 ENGLISH LANGUAGE DEVELOPMENT EDUCATION APPROACH.....</u>	<u>3</u>
EDUCATIONAL THEORY AND APPROACH.....	3
EDUCATIONAL GOALS	3
<u>OVERVIEW OF ELL PROGRAMING</u>	<u>4</u>
ELEMENTARY ELL PROGRAMMING PATHWAYS.....	5
SECONDARY ELL PROGRAMMING PATHWAYS	9
SECONDARY STUDENTS NEW TO THE US.....	10
<u>OVERVIEW OF PROFESSIONAL LEARNING OFFERED IN ADAMS 14</u>	<u>11</u>
ALL INSTRUCTIONAL STAFF.....	12
CLDE CERTIFICATE.....	12
CLDE COACHING MODEL	13
ADMINISTRATOR TRAINING.....	14
OTHER EMPLOYEES	16
<u>PROGRAM MONITORING.....</u>	<u>17</u>
<u>ORGANIZATIONAL SYSTEMS AND STRUCTURES.....</u>	<u>23</u>

ADAMS 14 ENGLISH LANGUAGE DEVELOPMENT EDUCATION APPROACH

Educational Theory and Approach

Adams 14 believes

- Multilingual Learners learn at different rates.
- Native language is a resource to support proficiency in native language and English.
- Multilingual Learners will be proficient in English and graduate as college and career ready.

Educational Goals

The district has set high goals for our multilingual learners:

1. Students will attain English language proficiency within six years following the language acquisition trajectory provided by the Colorado Department of Education
 - a. 1 year from Non-English Proficient (NEP) 1 to NEP 2
 - b. 2 years from Limited English Proficient (LEP) 2 to LEP 3
 - c. 3 Years from LEP 3 to LEP 4
2. Students will demonstrate mastery of subject matter that is equivalent to that of their never-EL peers.
3. Students will maintain their Heritage Language.

Overview of ELL Programing

Student grade-level	Student language level	Language Program	Time	Personnel	Language Program Goals
K-5	NEP 1- NEP 4	English Language Development (ELD)	45 minutes	CLDE Endorsed Teacher Teacher trained in Systematic ELD	Students will make adequate yearly progress and attain Language proficiency as measured by WIDA ACCESS and a body of evidence
K-1	NEP 1- LEP 4	English Language Development (ELD)	45 minutes of ELD	CLDE Endorsed teacher with Bilingual Proficiency on K-5 Teaching license	Students will make adequate yearly progress and attain Language proficiency as measured by WIDA ACCESS and a body of evidence
		Kindergarten Bilingual Maintenance Model	80% of the day in Spanish 20% in English	Bilingual CLDE Endorsement on K-5 teaching license	Students will attain grade-level literacy benchmarks according to DIBELS and/ or IDEL.
6-12	NEP 1	English Language Development (ELD) Extended time with CLDE instructor to support social and academic language	90 minutes	CLDE Endorsed teacher	Students will make adequate yearly progress and attain Language proficiency as measured by WIDA ACCESS and a body of evidence
6-12	NEP 2- LEP 4	English Language Development (ELD)	45 minutes	CLDE Endorsed teacher	Students will make adequate yearly progress and attain Language proficiency as measured by WIDA ACCESS and a body of

					evidence
--	--	--	--	--	----------

Elementary ELL Programming Pathways

Adams 14 Elementary schools provide a robust offering to support student acquisition of language. As noted in the table below, language support is offered through the general education classroom and through the ELD block in all elementary schools. In addition, parents have the option to choose Bilingual programming in one of the four elementary schools offering the program.

General Education	ELD Programming	Bilingual Programming
<p>Description: In Adams 14, all general education teachers have been trained in sheltering and scaffolding strategies (see below) to support all ELL students in grade-level content classes. These sheltered approaches are good practice for all learners. These strategies ensure content is comprehensible to all language learners.</p>	<p>Description: In Adams 14, all NEP and LEP students are scheduled in an ELL class to support their language learning regardless of program placement. This program works in tandem with general education and/or bilingual programming. These classes specifically support speaking, reading, writing and listening to ensure students meet WIDA language standards. The goal of this program is that all students acquire English.</p>	<p>Description: In Adams 14, Spanish speaking language learners have access to bilingual programming. Beginning in kindergarten, students spend 80% of the day learning content in Spanish and the other 20% in English instruction. In first-grade students will spend 70% of their academic day using the Spanish language and 30% using English. By third grade, students are spending 50% of their academic day in English and 50% in Spanish. By fourth and fifth grade, students are spending 60% of their academic day in English and 40% in Spanish. The goal of the program is to ensure Colorado Academic Standards are comprehensible, and that students increase English fluency and maintain their heritage language.</p> <p>During the 2021-2022 school year, the biliteracy approach will be replaced by the K-5 Bilingual program in all grades in participating schools.</p>

<p>Research: Wong-Fillmore, L. & Fillmore, C. (2015).</p> <p>Wong Fillmore, L. and Snow, C. E. (2000).</p> <p>Krashen, S. D. (1991).</p> <p>Garcia, O. & Wei, L. (2014)</p> <p>“Sheltered Content courses can be implemented in any classroom that has a heterogeneous mix of native English speakers and ELs” (CDE Guidebook p. 37).</p>	<p>Research: Saunders, W. and Goldenberg, C. (2010).</p> <p>Dutro, S. and Moran, C. (2003).</p> <p>Dutro, S. and Helman, L. (2009).</p> <p>Echevarria, J., Vogt, M., & Short, D. (2008).</p> <p>“Develop students' English language in reading, writing, listening and speaking. Schools group students based on language proficiency and their academic needs” (CDE Guidebook, p. 38).</p>	<p>Research: Beeman, K. & Urow, C., (2012).</p> <p>Slavin, R. E., Madden, N., Calderon, M., Chamberlain, A., Hennessy, M. (2011).</p> <p>Barrow, L. & Markman-Pithers, L. (2016).</p> <p>“The goal is to develop bilingualism in ELs. The late exit model utilizes native language for instruction and gradually introduces English, transitioning the language of instruction to English as English language skills develop (CDE Guidebook, p 35).</p>
<p>Curriculum: General Education Curriculum, per Adams 14.</p> <p>Methodology: E.L. Achieve Constructing Meaning</p>	<p>Curriculum: E. L. Achieve Systematic ELD</p> <p>Methodology: E.L. Achieve Constructing Meaning</p>	<p>Curriculum and Resources: Benchmark Adelante Estrellita Eureka Math (Spanish) Esperanza E. L. Achieve Systematic ELD</p>
<p>Professional Development:</p> <p>The purpose of this training is to provide teachers with the skills necessary to ensure academic content is comprehensible to all language learners.</p> <p>Examples:</p> <ul style="list-style-type: none"> • District Academic Language—professional development with a focus on sentence frames and structured student talk. The district is providing Monthly school-based PD around academic language. The PD is 	<p>Professional Development:</p> <p>The purpose of this training is to provide teachers with the skills necessary to effectively support English acquisition of all ELLs. The district will provide ongoing PD for direct instruction of language using scaffolding and sheltering techniques to support comprehensible input and expressive production.</p> <p>Examples:</p> <p>Systematic ELD District PD</p> <ul style="list-style-type: none"> • Systematic ELD Embedded Coaching by district coaches to support implementation of framework (planning, 	<p>Professional Development:</p> <p>The purpose of this training is to provide teachers with the skills necessary to ensure that Colorado Academic Standards are comprehensible, and that students increase English fluency and maintain their heritage (Spanish) language.</p> <p>Examples:</p> <ul style="list-style-type: none"> • CAL Training—Bilingual principles, understanding standards, defining best practices in literacy instruction, culminating in unit planning. • Continued collaborative

<p>followed up with coach and principal feedback.</p> <ul style="list-style-type: none"> • WIDA Purposeful Planning session in collaboration with the CLDE department of CDE to upper elementary teachers. • ELD Coaching to support scaffolding and sheltering of content in collaboration with school leadership. Coaches are in schools at least two days a week. • Embedded professional development by coaches and coordinators based on school & teacher need. • The district has a partnership with Regis University courses in CLDE. Along with the TEACH Grant, Adams 14 pays for 4 of the 7 courses offered for the Regis CLDE Endorsement. • Adams 14 teachers have the opportunity to attend district provided Constructing Meaning (EL Achieve) professional development (5 session course). 	<p>modeling, feedback, reflection) will occur one-on-one or in small group professional development at the school level on a weekly basis.</p> <ul style="list-style-type: none"> • All teachers teaching in the ELD block must be endorsed in CLDE by the state of Colorado. Teachers have two years to attain the endorsement. • The district has a partnership with Regis University courses in CLDE. Along with the TEACH Grant, Adams 14 pays for 4 of the 7 courses offered for the Regis CLDE Endorsement. • All CLDE coaches must possess a CLDE endorsement from the state of Colorado. • All elementary teachers will complete Systematic ELD framework training as interim emergency measures, e.g., induction professional development for new teachers and recursive professional development for experienced teachers. 	<p>teacher planning days to check in with instructional success and needs.</p> <ul style="list-style-type: none"> • Bilingual coaching provided by district Bilingual coach focused on implementation of language allocation guidelines, planning, modeling, feedback, and reflection. • Professional Learning Communities of Bilingual educators to examine student data and plan for instruction • Regis University courses in CLDE <p>All teachers teaching in the Bilingual program must:</p> <ul style="list-style-type: none"> • Hold a CLDE, LD or Bilingual endorsement from the state of Colorado. Teachers have two years to attain the endorsement. The district has a partnership with Regis University courses in CLDE. Along with the TEACH Grant Adams 14 pays for 4 of the 7 courses offered for the Regis CLDE Endorsement. • Demonstrate proficiency in academic Spanish. This can be demonstrated through a Bilingual CLDE endorsement or a CLDE endorsement and another assessment demonstrating Spanish proficiency.
--	--	--

Secondary ELL Programming Pathways

General Education	ELD
<p>Description: In Adams 14, all general education teachers have been trained in sheltering and scaffolding strategies (see below) to support all ELL students in grade-level content classes. These sheltered approaches are good practice for all learners. These strategies ensure content is comprehensible to all language learners.</p>	<p>Description: In Adams 14, all NEP and LEP students are scheduled in an ELL class to support their language learning regardless of program placement. This program works in tandem with general education and/or bilingual programming. These classes specifically support speaking, reading, writing and listening to ensure students meet WIDA language standards. The goal of this program is that all students acquire English.</p>
<p>Research: Wong-Fillmore, L. & Fillmore, C. (2015). Wong Fillmore, L. and Snow, C. E. (2000). Krashen, S. D. (1991). Garcia, O. & Wei, L. (2014) _____ “Sheltered Content courses can be implemented in any classroom that has a heterogeneous mix of native English speakers and ELs” (CDE Guidebook p. 37).</p>	<p>Research: Saunders, W. and Goldenberg, C. (2010). Dutro, S. and Moran, C. (2003). Dutro, S. and Helman, L. (2009). Echevarria, J., Vogt, M., & Short, D. (2008). _____ “Develop students' English language in reading, writing, listening and speaking. Schools group students based on language proficiency and their academic needs” (CDE Guidebook, p. 38).</p>
<p>Curriculum: General Education Curriculum, per Adams 14. Methodology: E.L. Achieve Constructing Meaning</p>	<p>Curriculum: Edge for High School Inside for Middle school Methodology: E.L. Achieve Constructing Meaning</p>

Secondary Students New to the US

Adams 14 provides specialized language services to newly arrived ELL students (identified as “newcomers”) to the United States, who have the need to develop English language skills. These services are designed for ELL students who are new to the United States (within 12 and 18 months) and are in their first or second academic year of learning English. The Newcomer services are an extension of the ELD course and have the goal to help ELL students master the language necessary for interpersonal (social and instructional) interactions in the school and community settings. The goals for Secondary Newcomer students include:

- Students will move along the CDE English language acquisition trajectory and attain English language proficiency as measured by WIDA ACCESS and a body of evidence.
- Students will attain grade-level competency in mastery of content standards equivalent to that of their never-EL peers.
- Students will demonstrate a mastery of social language according to WIDA standards and assessment.
- Students will maintain heritage language.

To reach these goals, the district will provide to students:

- Access to grade-level core academic content in all areas (English Language Arts, Math, Science, and Social Studies).
- A minimum of 90 minutes in an ELD block focused on academic and social features of language.

In addition, schools will work toward providing:

- English Language Arts classes co-taught by a CLDE or Bilingual endorsed teacher.
- Heritage Spanish courses as Electives.
- Sheltered Social Studies, Math or Science courses taught by a teacher with CLDE certificate or endorsement
- Placement in core content classes with teachers who have a CLDE endorsement or certificate.
- Placement in core content classes with teachers with a similar language background.

Multilingual learners have access to the same content curriculum, materials, assessments, and access to the same content interventions as their never-EL peers. Secondary students must have access to earn a regular high school diploma in four years and have the skills necessary to enter college or the work-force. (U.S Department of Justice, Civil Rights Division & U.S. Department of Education, Office for Civil Rights. 2015, p. 13,18-20).

Overview of Professional Learning offered in Adams 14

All Instructional Staff	ELD Teachers	Bilingual Teachers	Administrators	Other Employees
<p>All instructional Staff receive training at induction that outlines our commitment to multilingual learners and our expectations for all teachers.</p> <p>All Instructional staff are trained in either Systematic ELD (elementary) or Constructing Meaning (secondary).</p> <p>Each year the district identifies district-wide professional learning that supports content and language learning for Multilingual Learners.</p>	<p>All ELD teachers receive ongoing and embedded coaching by CLDE endorsed Coaches.</p> <p>ELD Teacher Leaders from each elementary school participate in a monthly PD. Topics include planning using WIDA Standards, the Grammatical Matrix, and student performance descriptors. They also review the processes for student assessment, placement, monitoring and redesignation.</p>	<p>Bilingual teachers received training during the 2018 and 2019 school year by the Center for Applied Linguistics. This training focused on Spanish Literacy instruction.</p> <p>Bilingual teachers are trained in curriculum and programming yearly. This includes Esperanza, Estrellita, ELA and Math curriculum.</p> <p>Bilingual teachers plan together quarterly with the Bilingual coach and a CLDE endorsed coordinator. Teachers review student data and plan for the next quarter's instruction.</p>	<p>School Administrators are trained on the district's language plan yearly.</p> <p>School Administrators are trained yearly on the evaluation of Bilingual and ELD classrooms.</p> <p>District Administrators are trained on our commitment to equity, our legal responsibilities and our district policies in providing services to Multilanguage learners and their families.</p>	<p>All Adams 14 employees are trained yearly on our commitment to our Multilingual Learners and our expectation of Equity across the district.</p> <p>School secretaries and registrars are trained in the HLS and identification process on a yearly basis.</p> <p>Train all staff engaged in translation and interpretation in the guidelines and ethics of translation and interpretation yearly.</p> <p>All staff administering assessments will be trained yearly</p>

All Instructional Staff

It is the expectation that all Adams 14 teachers support the language development of our students. Academic language is the language of the classroom that is based upon cognitive functions and the forms of language.

All Adams 14 teachers receive training and are expected to use Content Language Objectives as part of instructional planning and delivery.

Content Language Objectives contain the following:

- Specific, chunked content goals that include success criteria.
- The specific language that students will need to encounter the cognitive task, bricks, and mortar of language.
- Ways for students to assess their own learning and approximation.
- Focus on oral language support for language learners

CLDE Certificate

All Adams 14 Educators will complete training to understand our community of learners, our context, the basic foundations of language learning and our expectations of educators. They will complete the following as part of our CLDE Certificate Program completed during induction:

- ELD 101
 - 2-hour course required by all new to district teachers designed to provide a basic understanding of language acquisition theory. By the end of the course participants will understand the basic components of a Content Language Objective and plan a lesson using one.
- Mandates and Compliance
 - 2-hour course required by all new to district teachers. This course is designed to provide an understanding of the basic laws governing language development programming in the United States. Teachers will understand our OCR resolution and the steps we take to ensure equal access to education for all students.
- EL Achieve: Systematic ELD or Constructing Meaning
 - Systematic ELD is the framework used for ELD in Elementary Schools.
 - Constructing Meaning is a set of strategies for secondary teachers to backwards plan with student language in mind.

Once teachers have completed ELD 101, Mandates and Compliance, and the EL Achieve PD, Adams 14 will support teachers in attending these courses through Regis University. The district will pay up to \$250 dollars to Regis University for these courses. There is no cost to the teachers if they also use the TEACH Grant. The courses will be free-of cost for teachers. All Adams 14 teachers qualify for the TEACH grant. According to the guidelines of the TEACH grant, teachers, “pay back” the loan for the courses through service to districts with high levels of need. Adams 14 is a district where they can “pay back” their loan through service. Regis University is accredited by the state of Colorado to provide CLDE licensure. In addition, Regis’ focus on social justice aligns with goals and vision of the district. The courses are taught in district. The four courses offered by Regis University are:

- Foundations of Education for CLDE
- Linguistics I
- Assessment
- Strategies for linguistically diverse learners

CLDE Coaching Model

CLDE coaches are teachers who are CLDE licensed teachers in the state of Colorado with a background in teaching ELD in specific blocks and within content. Adams 14 believes that instructional coaches are an integral part of improving instruction for all learners and closing the achievement gap. Feedback on instruction and planning is one of the most important aspects of professional learning that the district offers. Adams 14 coaches ensure that all instruction is culturally responsive. At the heart of their work, instructional coaches support schools and teachers so that teaching is meaningful, engaging and promotes student success. CLDE coaches are school partners and teacher partners in (1) evaluating data, (2) providing feedback, (3) setting goals with the aim of continuous improvement, (4) supporting schools in implementing programming, (5) ensuring that instruction is Culturally and Linguistically responsive. CLDE coaches have three priorities:

1. Ensure that program models are implemented with fidelity by providing feedback and coaching to teachers and school leadership.
2. Support the planning and implementation of the ELD block through modeling and demonstration to ensure that Systematic ELD curriculum is implemented after teachers attend PD.
3. Provide feedback and support in planning around Academic Language across content areas to support the district focus on Academic Language after teachers attend district-wide and/or school-based PD.

CLDE coaches will, in collaboration with school leadership, identify the needs of the school and prioritize the support that they provide within the school. Coaches will follow up with teachers through observation, coaching and planning to ensure that the topics covered during PD are implemented in classrooms. Support will include:

- Adams 14 CLDE coaches ensure that teachers are implementing our curriculum and following our instructional model(s) by
 - Modeling Instruction.
 - Providing feedback based on observation of instruction.
 - Co-Planning.
- Adams 14 CLDE coaches ensure that classroom instruction is based on student needs, specifically the language demands of the classroom and the language levels of the student:
 - Evaluating student data with teachers and planning for instruction.
 - Evaluating school data with school leaders to plan for next steps.
 - Providing support to Professional Learning Communities (PLCs).
- Adams 14 CLDE coaches ensure that Multi-Language Learners are moving along the language continuum and are able to access a rigorous curriculum by:
 - Ensuring that staff know the language level and program status of children (NEP 1, NEP 2, LEP 3, LEP 4, M1, M2).
 - Providing resources and strategies for teachers during Professional Learning Communities (PLCs) or data teams for varying levels of language.

English Language Development Instructional Framework & Planning

Intended Audience: ELD Teachers

Description: Secondary ELD Teachers will develop an understanding of what ELD instruction looks like in Adams 14. They will develop and utilize a common planning template. They will help to develop classroom look-fors and use both formal and informal data to plan for instruction.

ELD Teacher Leadership

Intended Audience: ELD Teacher Leaders and ELD coaches from each secondary school

Description: Monthly meetings for ELD teacher leaders and ELD coaches to refine best practices in ELD and language acquisition classes. Teacher Leaders will be responsible for facilitating communication between school and the district office.

Administrator Training

Leading for Equity

Intended Audience: All District Level Administrators (Coordinators, Managers, Directors, and Executive Directors)

Description: Overview of laws and district policies that ensure equitable access to programming for Multilingual Learners and their families. District Leaders will understand our commitment to OCR and our commitment to programming that ensures the achievement for multilingual learners.

Bilingual School Leadership

Intended Audience: Elementary building principals, assistant principals, and coaches

Description: Overview of Spanish Literacy expectations, look-fors, and progress monitoring. School leaders will understand the criteria for students in Spanish Literacy classes and how students are monitored. School leaders will receive an overview of the expectations around instruction, what the language allocations are and how time should be allocated.

CLD Overview for school leaders

Intended Audience: All principals and assistant principals

Description: yearly training that describes the programming used in Adams 14 schools. School leaders will understand the systems for identifying and placing students as well as the different program models that are used. They will understand the structure of the CLD department. Principals will also understand the vision and goals for the department.

ACCESS 2.0

Intended Audience: School Assessment Leaders & Instructional Coaches

Description: yearly training provides and overview of administering the ACCESS 2.0 Assessment. Participants will understand how to administer the assessment.

Enrich Student Data

Intended Audience: ELD Teachers; Assistant Principals; Instructional Coaches

Description: How to create student goals in in Enrich and use the program for monitoring and reporting.

Other Employees

Commitment to Equity.

Intended Audience: Support and Tech Personnel and Classified Employees.

Description: Yearly training on our commitment to Multilingual Learners and our families. This training includes our policies and procedures for educating Multilingual Learners, providing interpretation and translation services and what their role is in supporting our students and families.

Home Language Surveys and Placement of Language Learners

Intended Audience: Building secretaries (K-5) or Registrars (6-12); Assistant Principals; Counselors (6-12)

Description: Overview of the HLS process and how to submit the HLS.

Ethics of Translation and Interpretation

Intended Audience: Family Liaisons, Registrars, and Building Secretaries

Description: Employees will receive yearly training on expectations when interpreting for families. They will understand the practices, procedures, and protocols for interpretation. They will understand their ethical responsibilities including confidentiality.

Program Monitoring

The district has developed a comprehensive set of programs and supports to meet the goals of the district:

- Students will reach English proficiency within six years.
- Students will demonstrate content mastery at the same level as their never-EL peers.
- Students will maintain native language

Adams 14 expects all schools and district personnel to follow the guidelines of this plan. They are supported in this implementation by CLDE trained coaches and coordinators. Additionally, throughout the school year, CLDE trained department coordinators will visit schools to support the implementation of programming.

They will conduct a variety of training and progress monitoring:

- Review ELD classes to examine the level of fidelity to WIDA standards and the EL Achieve frameworks.
- Examine regular content classes to evaluate the use of CLOs and the use of Constructing Meaning protocols.
- Review biliteracy blocks in elementary to determine the level of implementation of the biliteracy framework.
- Monitor the quality of programming

The purpose of CLDE Program Reviews (Appendix L) is to ensure that the district and schools are implementing the ELL plan effectively. Ultimately, the tool helps school and district leaders align resources and support. The CLDE department is committed to ensuring that the programming and guidelines set forth in the ELL plan creates conditions for English Language Learners to thrive. This progress monitoring will also ensure that The Department will regularly monitor the number of ELLs who qualify for such additional services, in comparison with the number of their peers who qualify, to ensure that GT, intervention, retention, or Special Education services are being offered to students equally based on need and not language.

Quarterly, the CLDE department will progress monitor the school's programming as a team consisting of: CLDE trained Coordinators, the Manager of CLDE, the School Principal, MGT personnel, a team member from Federal Programs, and the Director of Schools. The team will review ELL student data, ELD block observational data, and academic language observational data to assist in the review of overall programming for ELLs.

The tool used to review programming is the CLDE School Review Tool. The monitoring tool was created by Adams 14 CLDE-endorsed personnel and is adopted from the Colorado Department of Education CLDE district monitoring tool. The monitoring tool is comprised of six areas:

- Systematic Process and Procedures
- Human Resources
- Research Based Program Models
- Collaborative Leadership
- Family Community Partnerships
- Organizational Culture

The data reviewed will include:

- EL student interim data
- Proportion of identified students receiving GT, AP, Honors, IEP at school

- The number of students who have opted out of services and the students' academic progress

The results of the progress monitoring will be shared in the following ways:

- Adams 14 Board of Education
- Parent Groups
- The Office for Civil Rights
- School Leadership Teams

Yearly, the data of CLDE students will be evaluated. The district will review data of Multilingual Learners, never-EL students, and native English speaking students. The district will conduct a longitudinal cohort analysis. The performance of students will be evaluated by program model, school, content areas, years in program, and grade-level.

The district will also review the opportunities and extra programming in which EL students are participating. This data will include the on-trackness of students to graduate, participation in honors or AP classes, and the population of students in gifted and talented programming.

The district will use the data to evaluate the programs, adjust the program, and communicate the progress of the program. Communication of this data analysis will be provided to

- Adams 14 Board of Education
- Multilingual Learner Parent Groups

*Data may also be provided to other government authorities as required by law

Program & School Review

The purpose of CLDE Program Reviews is to ensure that the district and schools are implementing the ELL plan effectively. Ultimately, the tool helps school and district leaders align resources and support. The CLDE department is committed to ensuring that the programming and guidelines set forth in the ELL plan creates conditions for English Language Learners to thrive.

Quarterly, the CLDE department will progress monitor the school's programming as a team consisting of: CLDE trained Coordinators, the Manager of CLDE, the School Principal, MGT personnel, a team member from Federal Programs, and the Director of Schools. The team will review ELL student data, ELD block observational data, and academic language observational data to assist in the review of overall programming for ELLs.

The tool used to review programming is the CLDE School Review Tool. The monitoring tool was created by Adams 14 CLDE-endorsed personnel and is adopted from the Colorado Department of Education CLDE district monitoring tool. The monitoring tool is comprised of six areas:

- Systematic Process and Procedures
- Human Resources
- Research Based Program Models
- Collaborative Leadership
- Family Community Partnerships
- Organizational Culture

The data reviewed will include:

- EL student interim data
- Proportion of identified students receiving GT, AP, Honors, IEP at school
- The number of students who have opted out of services and the students' academic progress

The results of the progress monitoring will be shared in the following ways:

- Adams 14 Board of Education
- Parent Groups
- School Leadership Teams

Process:

The CLDE Schools provides a time and space for leaders to come together to have conversations and make meaningful plans to ensure that English Language Learners are reaching English proficiency and achieving academically. The process should be undertaken with a sense of inquiry with the best interest of students at the core of the time together.

1. Review student achievement and growth data.
 - Identify any trends in each level of ELL (NEP-LEP)
 - Compare ELL achievement and growth with never-ELL students
 - Review the progress of students identified as “Monitor”
 - Review the progress of students who have waived services
2. Review classroom observational data
 - ELD Block
 - Sheltering and Academic Language in Content Areas
3. Review the program as a whole by engaging in conversation around each of the 6 areas:
 - Systematic Process and Procedures
 - Human Resources
 - Research Based Program Model
 - Collaborative Leadership
 - Family and Community Partnerships
 - Organizational culture
4. Identify next steps:
 - What are the areas of growth for the school
 - What support is needed
 - What is the action plan and who is responsible?

Parent Engagement

Goal:

To build the capacity of parents and families of language learners to become effectively engaged in the education of the student(s) for the purpose of increasing student achievement.

Strategies:

- Identify four pilot schools to implement effective family engagement for language learners.
 - Create teacher and parent teams that will support professional learning for teachers on parent engagement and training for parents on supporting academic achievement
- Quarterly parent meetings for parents of all ELL students
 - Provide information and data to parents about ELL programming
 - Seek to understand what information and tools parents are looking for
 - Equip
- Build the capacity of families to be effectively engaged with their child at home, at school, and at a district level

Organizational Systems and Structures

Element	Activities/Output	Department	Timeline
Interpretation	<ul style="list-style-type: none"> -secretaries trained -registrars trained -family liaisons trained -Fliers in all buildings -principal training 	Communications	<p>By December Communications and CLDE will jointly train all employee groups responsible for interpretation</p> <p>Embed in district training July/August 2020</p> <p>Communications department will ensure that instructions to access interpretation and translation are in every school and accessible to parents by December 2019</p>
Staffing	<ul style="list-style-type: none"> -monitoring of ELD Endorsements -monitoring Certificate program -Recruitment for Bilingual Prog -Process to hire bilingual staff 	Human Resources	<p>By end of October, HR will review the licensures of staff paid under ELPA</p> <p>By end of November HR will review the licensure of staff teaching an ELD block</p> <p>By the end of November HR will present a plan outlining the steps we can take to hire bilingual teachers and explore the options of supporting teachers on Visas</p> <p>By the end of January HR will present a policy on procedures to hire Bilingual staff for bilingual classrooms to ensure they are qualified</p>

			By the end of February, HR will present a process for identifying positions that should be CLDE endorsed and how they will be screened before employment is offered
Professional Learning	<ul style="list-style-type: none"> -Embed Certificate into Induction -Embed Academic Lang into PD plan yearly -Expectation of principal training yearly -Expectation of district leaders training yearly 	Curriculum and Instruction Human Resources MGT	<p>By February, the Manager of induction will work with the Manager of CLDE to ensure that the CLDE certificate is embedded into induction.</p> <p>By March, the Manager of CLDE and the PD Coordinator will identify the training dates used for CLDE topics – and how they will be integrated into the district focus</p> <p>By May the Manager of CLDE will present the CLDE related PD to the Executive Director of Curriculum and Instruction.</p>
Monitoring Plan	<ul style="list-style-type: none"> -Train principals on the progress monitoring protocol -CLDE team conducts monthly observations in AL, ELD, Bilingual -Monitoring protocol used to guide meetings with school leaders and CLDE -Create a tool to review needed data 	Schools CLDE Assessment MGT Turn Around specialists	<p>Introduce monitoring to schools by end of November 2019</p> <p>Conduct building observations monthly by CLDE team beginning in October</p> <p>Conduct first Monitoring Meeting at schools by end of second Quarter</p> <p>Present the results of the Monitoring to the Superintendent and BOE in March</p>
Communication and Engagement	<ul style="list-style-type: none"> -Inform parents about our offerings -Celebrate our plan and agreement with our community -Highlight positive initiatives within our district 	Communication	<p>By November create a comprehensive, two year plan on how we will communicate our plan and engage our community.</p> <p>By the end of November we will hold one parent meeting.</p> <p>Once per quarter we will highlight something positive happening within our schools for ELL students</p>

